DOCUMENT RESUME

ED 092 891 CS 001 155

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TITLE Teacher Education: Performance and Field Oriented (TEPFO) at the University of Washington.
PUB DATE May 74
NOTE 13p.; Paper presented at the Annual Meeting of International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Evaluation Criteria; Methods Courses; Performance Criteria; *Reading; Reading Clinics; Reading Instruction; *Teacher Education; *Teacher Education Curriculum; Teacher Programs

ABSTRACT

The Teacher Education: Performance and Field Oriented (TEPFO) program at the University of Washington is distinguished from many other teacher education programs by its emphasis on four factors: clinic-field interaction, performance-based behavior, strong peer relationships among all program participants, and length of the continuous program. The clinic-field relationship is characterized by a split two-day arrangement during the first two quarters of the program where each intern spends half of each day in the University Clinic and half of each day in his field assignment. Assumption of intern competency is made from observed performance in the field according to criterion-based evaluations which are continuous throughout the total program. Work toward competency in reading education is initiated during the first quarter of clinic activities. Activities during the reading education portion occur in sequence: acquisition of knowledge, case typing of an individual student's needs, application of knowledge in an instruction situation with the case subject and with a small group, and application of pedagogical skills in the total classroom situation. (WR)

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ED 092891

THE TEPFO PROGRAM

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ABSTRACT

OBJECTIVES: Describes the pre-service performance-based field-oriented teacher education model (TEPFO) currently operating at the University of Washington. Emphasis is on history of program, current model, future direction, and comparative information as these areas relate to reading education. A general trend

POINT OF VIEW: toward more effective instruction in reading by new teachers will only occur after areas of teacher competency are identified and developed. Identification is on-going nationally with some areas already dtermined. Competency development at the pre-service

EDUCATIONAL IMPORTANCE: level most effectively occurs in a field-oriented setting. The extent of, and arrangement for field-oriented experiences coordinated with clinical work is unique to the TEPFO model. Internship under the TEPFO model is of three quarter duration with daily field and university clinic experiences. Internship is elective and the proportion of TEPFO interns to regular teacher education pattern students is increasing. Current evaluation indicates a trend toward more effective teaching of reading by TEPFO interns, and hiring practices indicate generalized district preference for TEPFO graduates. Therefore the TEPFO model is deemed a functional approach for developing effective reading teachers.

CS 001 155

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TEACHER EDUCATION: PERFORMANCE AND FIELD ORIENTED

(TEPFO)

at the University of Washington

Presented at

Symposium XXII - TEACHER EDUCATION

Nineteenth Annual IRA Convention

New Orleans, Louisiana

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Introduction

My interest in making this presentation...in fact, my interest in teacher education is directly related to my own experience as an undergraduate. At the end of my undergraduate teacher education program . . . (in a neighboring country, of course), I was totally unprepared to teach reading. I had no idea how to (1) teach reading, (2) diagnose the needs of those children in need of help, or (3) find the help I desperately needed. As a result of that lack of ability, I went directly to the teacher's manual of a basal reader, skipped the all so important section which indicated that the teacher's manual was only a guide for teachers who were already capable of teaching reading, and began "teaching reading"...?, which I continued to do until some very sensitive and perceptive children let me know that I was not learning anything and neither were they. From that point on, I committed myself to the task of learning how to teach reading.

My search for knowledge and instructional techniques led me through a maze of experiences which included a Master's and Doctorate in Reading Education, and several varied teaching and administrative positions. I think that I now could teach a child to read...but, also wonder if all prospective teachers of reading should be required to expend a similar amount of time and energy learning to teach reading.

The answer, of course, is no. There is an alternative, and this presentation speaks to that alternative...the performance based, field oriented teacher education program.

TEPFO - History

Prior to 1967, the University of Washington's approach to teacher education was similar to most teacher preparation institutions in that prospective teachers were exposed to a series of methods courses followed by a short period of student teaching. Successful completion of the courses and student teaching assignments usually qualified the student for teacher certification and a position in the public schools. Since that date, though, the decreasing demand for new candidates for teaching positions, and the increasing demand for more competent teachers has caused the College of Education at the University of Washington to reexamine its position relative to teacher education. That introspection led to a series of events which had a major effect on this large urgan university's teacher preparation program.

In 1967, a modest attempt was made to initiate a coalition between a local school district and the university, to develop the first teacher education pattern at the University of Washington which was performance based and field oriented. Since then, modifications of the original model have enabled the University of Washington to develop a most viable teacher preparation program. The acronym TEPFO refers to the terms "Teacher Education: Performance and Field Oriented."

While the modifications were being made in the TEPFO program over the last seven years, concommitant changes were occurring in the enrollment patterns of the two basic teacher preparation programs. At its inception, the TEPFO program enrolled only 1 in 50 of the undergraduate teacher education students. By this academic year, voluntary changes in

enrollment patterns of undergraduate students had reduced the ratio between TEPFO and regular program students to 1 in 4. This year, the ratio has been further reduced to 1 in 3.

The current University of Washington teacher education program still has several tracks which the student may choose from. The "traditional" program still exposes the student to methods courses followed by the usual student teaching assignment. Another option (TEPFO), which students have overwhelmingly demanded, and which achieved national recognition from the AACTE group in 1972 for Distinguished Achievement, is described in the next section.

TEPFO - Current Status

At the present, TEPFO (Teacher Education: Performance and Field Oriented), is distinguished from many other teacher education programs by its emphasis on four factors: (1) clinic-field interaction, (2) performance based behavior, (3) strong peer relationships among all program participants, and (4) length of the continuous program. Deletion of any of the above factors would markedly weaken the effect of the overall program, since each area is interrelated with, and dependent on, the others.

The clinic-field relationship is characterized by a split day arrangement during the first two-thirds (two quarters) of the program where each Intern spends one-half of each day in the University Clinic and one-half of each day in his Field assignment. Topics studied in the University Clinic are extended through relevant activities in the field to the performance level with subsequent maintenance of those competencies on a systematic basis throughout the total program.

Selection of topics is by Clinic Professors with relevant activities effected through cooperation of Field Associates (teachers), Field Coordinators (liaison-administrative people), and Clinic Professors.

Communication and resultant cooperation among all concerned is developed through a continuous seminar where Field Associates, Field Coordinators, and Clinic Professors explore means for solving emerging problems and refine roles of all participants. Problems emerging in the program which are identified through seminar and clinic-field experiences are discussed and resolved through a Steering Committee. This committee meets regularly and consists of a balanced selection of all program participants.

A second important aspect of TEPFO is the development of competencies related to the generalized role of the effective teacher (generic skills), and to the specific instructional situations of a particular area (programmatic). Assumption of Intern competency is made from observed performance in the field according to criterion based evaluations which are continuous throughout the total program. Agreement of Field Coordinators, Field Associates, Clinic Professors, and in the case of micro teaching situations, other Interns, is used to determine competency acquisition.

A third important feature of TEPFO is the peer relationship which exists among all participants. Separate discussion of the need for constant positive peer relationships is almost needless, since discussion of other aspects of the program continuously refers to the interaction of participants. However, because of the amount of interaction, positive relationships are planned for.

It goes without saying that a program such as TEPFO which explores new relationships and responsibilities in teacher education is bound to cause feelings of insecurity, doubt, and frustration on the part of all participants. Therefore, constant concern on the part of all participants is directed toward strengthening the positive aspects of the on-going interaction and dealing in a mature manner with those negative factors which must arise. The combining effects of the clinic-field interaction (which is enhanced through continuous visits to the field by the Clinic Professors), the continuing seminar, and the Steering Committee play a significant role in maintaining a positive healthy atmosphere among all participants.

In addition, formal evaluation is made of all program participants by appropriate people. For instance, each Field Coordinator is formally evaluated periodically by Clinic Professors, Field Associates, and Interns. All evaluations are summarized and relayed to the person evaluated by University personnel. The basis for the evaluation is a job description which has undergone constant reexamination and modification since the inception of the TEPFO program.

A fourth major characteristic of the TEPFO program is the length of time available to participants in the two-way experience of competency development, performance evaluation, and subsequent skill maintenance. During the first two quarters (approximately 10 weeks each), the Interns divide their time equally between the field and the clinic. The first quarter of the clinic focuses on the Reading and Language Arts. The second quarter of the clinic emphasizes Science, Mathematics, and Social Studies. All Interns are in the field full-time during the third

quarter and are temporarily certified by the State of Washington during that period. During the last quarter, the Intern assumes the role of classroom teacher while under continuous supervision by the Field Associate and Field Coordinator.

Prerequisite to entrance into the first quarter of the program is coursework on campus which entails among other areas, knowledge acquisition in the areas of learning theory, child development, measurement evaluation, and interrelatedness of the psychomotor, cognitive, and affective domains.

TEPFO - Reading Education

As indicated, work toward competency in Reading Education is initiated during the first quarter of clinic activities. Activities during the Reading Education portion of the clinic experience occur in the following sequence: (1) acquisition of knowledge, (2) case typing of an individual student's needs, (3) application of knowledge in an instructional situation with the case subject, (4) application of knowledge in an instructional situation with a small group, and ultimately (5) application of pedagogical skills in the total classroom situation.

Awareness is developed on the part of the Intern of the needs and corrective techniques effective for students existing within the corrective-developmental range. Since application of this knowledge and related instructional skills may ultimately be required of the Intern in a reading program and classroom environment, which may range from the highly structured basal reader-dependent environment, to the highly individualized open concept-emerging environment, the Intern must be prepared to function in a situation totally different from his field experience. Therefore, a concern of the Reading Education component of

the TEPFO program is that Interns prepare themselves to function in a wide range of situations. Consequently, the Interns develop a broad base of experiences and are then given the opportunity to focus more closely on one or two approaches.

Objectives of a reading education component of any teacher preparation program hopefully would be similar for most institutions. Analysis of the reading process, current programs, needs of the community and needs of the child will ultimately yield objectives which must be accomplished in order to develop teacher competency in reading. At the present time our own organization (IRA) has identified areas of competency required for effective reading instruction, and the TEPFO Reading Education component for the most part follows those recommendations. (Ransom, 1973)

The objectives are accomplished through a unit approach where each student studies and works toward completion of specified tasks appropriate to the unit. Units typically used are (1) Nature of the Reading Process, (2) Etiology of Reading Difficulties, (3) Word Attack Skills, (4) Comprehension and Vocabulary Skills, (5) Factors Contributing to Readiness, (6) Evaluation of Readiness and Reading (both informal and formal), (7) Factors Affecting Instruction, (8) Analysis and Use of Current Programs, (9) Children's Literature, and (10) Record Keeping and Conferencing.

Again, the unique quality of this program is the extent of commitment made to performance and field orientation. As the Intern moves through the first academic quarter (Reading - Language Arts) he is in

constant contact with both the Clinic and the Field. As knowledge and teaching strategy is developed in the Clinic, subsequent application is made in the field. Thus, the Intern is made aware of the value of the knowledge and instructional techniques developed in the clinic through the performance of the children he instructs. And, if one's concern is for strong reinforcers of Intern behavior, success with a child must be the most powerful.

Of course, the ultimate determiner of the value of a program such as TEPFO is the adjudged ability of the newly certified teacher to effectively diagnose, prescribe, and implement activities which provide for student success in a reading program. Even though formal assessment is made of each Intern's capabilities by Field Associates, Field Coordinators, and Clinic Professors during the first two thirds of the TEPFO experience, the success of the Intern in his own classroom is the ultimate indicator of the value of the program.

That success has been noted in the areas of (1) hiring practices of districts, and (2) performance with children as determined by various raters such as Field Associates, Field Coordinators, Clinic Professors, and Administrators.

It has become increasingly apparent that districts strongly prefer TEPFO graduates over traditional track students. Feedback from graduating students indicates upwards of 80% success of TEPFO Interns in securing positions in the field which compares favorably with the success of all graduates which is about 45%.

The only possible justification for this hiring trend must be the performance of the TEPFO Interns in their own classrooms. This performance has probably been noted by administrators while the Intern is in

the last stages of the program. Recent information also indicated that TEPFO Interns were being chosen over traditional track students when both have been trained in the same field center. Additionally, through apparent word of mouth communication, other administrators both in and out of the state have decided to follow suit.

Reports continue to filter in indicating that there is a strong demand which exceeds supply for TEPFO graduates. Some districts have granted advanced salary status for TEPFO graduates, and others have literally asked the placement office if there are any more of these people available. TEPFO interns have been known to turn down good job offers because of the availability of several positions.

The second indication of the success of the TEPFO program is Intern performance on scales of teacher effectiveness which the University of Washington has developed.

In the areas of Professional and Personal Attributes, Instructional Preparation, Instructional Implementation, and Instructional Evaluation, TEPFO Interns have consistently been rated significantly higher on 5 of 11 categories, and higher on all but one category. The instrument used has shown high interrator reliability and therefore is consistent in its findings. Follow-up evaluation after one year as a certified teacher is now being made by administrators using the same instrument. Tentative results indicate further support for the TEPFO graduate. Therefore, the TEPFO program as perceived by Field Associates, Field Coordinators, Interns, Clinic Professors, and Administrative Personnel is a viable program for the preparation of effective teachers of reading.

TEPFO - Future

The present success of the TEPFO program has encouraged the College of Education at the University of Washington to commit itself totally to the TEPFO model for teacher preparation starting with the 1974-75 academic year. By 1977, all students currently pursuing a traditional degree program will either have been graduated or will have been absorbed into the TEPFO program.

So, next year, teacher preparation for reading instruction at the University of Washington will be totally committed to a program which is field oriented, performance based, and (we feel) produces effective teachers of reading.

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